



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

6244 West Roosevelt, Phoenix, AZ 85043

Fowler Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06	Performing Plus
2004-05	Performing
2003-04	Not Evaluated

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Ms. Belinda Quezada
 Schedule : 07:00 AM to 04:30 PM
 Grades : Pre-K-5
 Web Address : www.fesd.org
 Phone Number : (623) 707-4600
 Fax Number : (623) 707-4630
 E-mail : bquezada@fesd.org

Mission

The Sunridge Staff is committed to developing and promoting high expectations for both themselves and students, to provide a challenging standard-based curriculum that promotes high student achievement in a safe, nurturing, and culturally sensitive environment.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Our staff will continue to work on increasing the number of students meeting and exceeding the Arizona State Standards in reading, mathematics, and language arts and writing.
- ü Our staff is continuously working to raise students achievement by aligning curriculum with state standards. This year we are implementing and refining standards based curriculum maps and quarterly assessments in both reading and math.
- ü Our staff will continue to provide opportunities for all students to extend and enrich their learning opportunities. Differentiated teaching strategies are used to meet the needs of our diverse student population.
- ü Our teachers continue to work diligently in providing quality, research based reading instruction and intervention to assure that students become fluent readers.

Enrollment

October 1, 2005 School Year Student Enrollment : 638
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 16

Instructional Programs

- Ü Full Day Kindergarten
- Ü Houghton Mifflin Reading Program
- Ü Saxson Math Program
- Ü Technology Based Instruction
- Ü Special Needs Pre-K Program
- Ü Headstart
- Ü Mac-Ro Math Clubs
- Ü Afterschool Reading Clubs

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/1/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

Our school provides an appropriate instructional setting for all students regardless of their abilities. Students are evaluated by their progress toward the mastery of instructional outcomes.

Parents

Parents need to ensure that children attend school daily and are emotionally and physically prepared to engage in learning activities. Open communication and parental involvement is an essential key to their success.

Transportation Policy

FSD serves students from a 12.5-mile geographical area. Bus transportation is provided for students with disabilities; students who are residents within the school attendance areas, and those who live more than one mile away.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Project Goal: Grade One At the Library	2004
Ü Westside Impact Teacher of The Year	2004
Ü Math Achievement Club by Rodel for third and fourth gra	2004
Ü Phoenix Fire Pal Program Participation Award	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	106	495	80010	100	100	99	422	429	447	17	17	10	28	23	18	49	52	53	6	8	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	234	38935	100	100	99	433	434	447	4	12	9	35	24	19	53	54	55	8	10	17
Male	57	259	40974	100	98	98	413	424	448	28	20	11	23	22	18	46	51	52	4	7	19
African American	NC	42	4201	NC	100	99	NC	430	430	NC	12	17	NC	21	23	NC	60	51	NC	7	9
Hispanic	98	400	34545	100	99	99	424	428	432	16	18	14	27	23	24	51	51	53	6	8	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	NC	41	35142	NC	100	99	NC	440	465	NC	5	5	NC	27	11	NC	59	56	NC	10	28
Students with Disabilities	NC	34	10161	NC	92	93	NC	390	419	NC	50	28	NC	35	28	NC	15	36	NC	NA	8
Students without Disabilities	100	461	69849	100	100	100	425	431	451	15	14	7	28	22	17	51	55	56	6	9	19
Limited English Proficient Students	54	164	14013	100	98	97	410	404	413	30	32	24	28	32	34	43	35	39	NA	1	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	100	405	39029	99	96	98	422	425	432	17	17	14	28	25	25	49	52	52	6	6	9
Non-Economically Disadvantaged	NC	90	40981	NC	100	100	NC	446	462	NC	17	6	NC	12	13	NC	51	54	NC	20	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	106	484	79438	100	97	98	417	425	451	23	20	9	39	36	24	35	41	56	4	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	233	38775	100	100	99	431	435	457	8	14	7	45	34	22	41	46	58	6	6	13
Male	57	249	40560	100	94	97	405	416	446	35	24	12	33	39	25	30	36	54	2	1	9
African American	NC	40	4178	NC	98	98	NC	428	439	NC	10	13	NC	40	29	NC	50	52	NC	NA	6
Hispanic	98	392	34297	100	97	98	418	423	434	22	21	14	38	36	31	36	39	60	4	3	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	NC	41	34887	NC	100	98	NC	441	471	NC	12	4	NC	29	15	NC	51	63	NC	7	18
Students with Disabilities	NC	24	9588	NC	65	88	NC	377	416	NC	67	30	NC	25	32	NC	8	34	NC	NA	5
Students without Disabilities	100	460	69850	100	100	100	420	427	456	19	17	7	41	37	23	36	42	59	4	4	12
Limited English Proficient Students	54	163	13856	100	97	96	399	394	407	33	40	27	46	44	43	20	15	29	NA	1	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	100	395	38685	99	94	97	417	421	435	22	21	14	39	39	32	35	38	50	4	3	5
Non-Economically Disadvantaged	NC	89	40753	NC	100	99	NC	447	467	NC	16	5	NC	22	16	NC	54	62	NC	8	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	106	496	79971	100	100	99	407	408	423	11	11	8	45	48	41	42	39	49	1	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	233	38974	100	100	99	423	423	437	10	8	5	33	39	33	55	50	57	2	3	4
Male	57	261	40895	100	98	98	394	394	410	12	14	10	56	56	47	32	29	41	NA	1	2
African American	NC	42	4203	NC	100	99	NC	423	411	NC	10	11	NC	36	45	NC	52	43	NC	2	2
Hispanic	98	401	34481	100	99	99	408	405	410	12	12	10	43	49	46	44	37	43	1	1	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	NC	41	35150	NC	100	99	NC	417	437	NC	5	5	NC	54	35	NC	41	56	NC	NA	5
Students with Disabilities	NC	32	10258	NC	86	94	NC	335	377	NC	47	23	NC	47	51	NC	6	25	NC	NA	1
Students without Disabilities	100	464	69713	100	100	100	411	412	429	10	9	5	44	48	39	45	41	52	1	2	3
Limited English Proficient Students	54	166	13985	100	99	97	374	370	382	22	21	18	52	60	54	26	19	27	NA	NA	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	100	405	38994	99	96	98	410	404	409	10	11	10	46	50	47	43	38	41	1	1	1
Non-Economically Disadvantaged	NC	91	40977	NC	100	100	NC	426	437	NC	11	5	NC	40	34	NC	45	56	NC	4	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	469	80147	100	100	99	455	463	482	21	17	11	27	21	17	43	51	49	9	11	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	218	39281	100	99	99	455	465	483	18	15	9	32	21	17	42	53	50	8	11	24
Male	51	249	40780	100	100	98	456	462	482	24	18	12	24	21	17	43	49	48	10	12	24
African American	NC	44	4249	NC	100	99	NC	457	464	NC	23	17	NC	23	22	NC	45	48	NC	9	13
Hispanic	75	366	33494	100	99	99	452	460	466	24	17	15	28	23	23	41	50	49	7	10	14
Asian/Pacific Islander	NC	10	2103	NC	100	99	NC	NA	515	NC	NA	4	NC	NA	8	NC	NA	44	NC	NA	45
American Indian/Alaskan Native	--	NC	4117	--	NC	96	--	NC	456	--	NC	19	--	NC	27	--	NC	46	--	NC	8
White	NC	44	36122	NC	100	99	NC	486	501	NC	7	5	NC	7	10	NC	66	50	NC	20	35
Students with Disabilities	NC	32	10295	NC	91	92	NC	413	443	NC	63	33	NC	13	26	NC	25	33	NC	NA	8
Students without Disabilities	83	437	69852	100	100	100	459	467	488	17	14	7	29	22	16	45	53	51	10	12	26
Limited English Proficient Students	31	126	12722	100	98	97	425	435	441	48	29	27	35	36	33	13	33	37	3	2	3
Migrant Students	NC	NC	622	NC	NC	97	NC	NC	454	NC	NC	19	NC	NC	30	NC	NC	43	NC	NC	8
Economically Disadvantaged	76	388	38371	99	98	97	455	460	465	24	18	15	25	21	23	42	51	49	9	10	13
Non-Economically Disadvantaged	13	81	41776	100	100	100	459	476	498	8	10	6	38	20	11	46	52	49	8	19	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	465	79686	100	99	98	435	445	470	26	20	11	39	36	24	35	42	57	NA	3	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	217	39163	100	98	99	442	452	475	16	13	9	42	36	22	42	47	60	NA	3	10
Male	51	247	40438	100	99	97	430	439	465	33	25	13	37	36	25	29	36	54	NA	2	7
African American	NC	43	4228	NC	98	98	NC	446	458	NC	23	15	NC	28	28	NC	47	53	NC	2	4
Hispanic	75	364	33299	100	99	98	432	442	452	28	21	17	39	38	32	33	39	47	NA	2	3
Asian/Pacific Islander	NC	10	2097	NC	100	99	NC	NA	490	NC	NA	5	NC	NA	13	NC	NA	68	NC	NA	14
American Indian/Alaskan Native	--	NC	4087	--	NC	96	--	NC	446	--	NC	16	--	NC	38	--	NC	44	--	NC	2
White	NC	44	35914	NC	100	98	NC	465	489	NC	9	5	NC	30	15	NC	52	67	NC	9	14
Students with Disabilities	NC	29	9808	NC	83	87	NC	404	432	NC	55	35	NC	34	32	NC	10	30	NC	NA	3
Students without Disabilities	83	436	69878	100	100	100	437	448	475	24	17	8	40	36	23	36	44	61	NA	3	9
Limited English Proficient Students	31	125	12594	100	98	96	401	413	422	58	42	34	35	46	45	6	12	21	NA	NA	0
Migrant Students	NC	NC	611	NC	NC	95	NC	NC	439	NC	NC	22	NC	NC	39	NC	NC	37	NC	NC	2
Economically Disadvantaged	76	386	38095	99	97	97	432	441	452	26	21	17	41	39	32	33	38	48	NA	2	3
Non-Economically Disadvantaged	13	79	41591	100	100	99	450	468	486	23	13	6	31	22	16	46	58	65	NA	8	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	470	80372	100	100	99	446	454	475	9	7	4	47	44	30	43	49	64	1	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	219	39452	100	99	99	462	470	488	5	4	3	37	35	22	55	59	72	3	1	3
Male	50	249	40836	100	100	98	433	441	464	12	8	6	54	51	37	34	40	56	NA	0	1
African American	NC	44	4264	NC	100	99	NC	458	465	NC	5	5	NC	43	35	NC	52	59	NC	NA	1
Hispanic	74	367	33608	100	99	99	443	452	462	9	7	6	49	46	36	41	46	57	1	1	1
Asian/Pacific Islander	NC	10	2098	NC	100	99	NC	NA	500	NC	NA	2	NC	NA	16	NC	NA	75	NC	NA	7
American Indian/Alaskan Native	--	NC	4128	--	NC	97	--	NC	464	--	NC	4	--	NC	39	--	NC	56	--	NC	1
White	NC	44	36213	NC	100	99	NC	464	489	NC	7	2	NC	32	22	NC	61	72	NC	NA	3
Students with Disabilities	NC	31	10526	NC	89	94	NC	387	427	NC	29	15	NC	55	53	NC	16	31	NC	NA	1
Students without Disabilities	83	439	69846	100	100	100	449	458	482	8	5	3	46	43	26	45	51	69	1	1	2
Limited English Proficient Students	31	127	12747	100	99	97	402	420	432	23	13	12	55	65	52	23	21	36	NA	1	0
Migrant Students	NC	NC	621	NC	NC	97	NC	NC	452	NC	NC	9	NC	NC	40	NC	NC	51	NC	NC	0
Economically Disadvantaged	76	390	38521	99	98	98	446	451	461	9	7	6	45	47	38	45	46	55	1	1	1
Non-Economically Disadvantaged	12	80	41851	100	100	100	443	470	489	8	6	3	58	30	22	33	63	72	NA	1	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	462	79306	100	99	99	484	489	504	20	18	13	30	28	20	43	44	49	7	10	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	232	38845	100	98	99	478	491	505	18	16	11	32	29	20	48	43	50	2	13	18
Male	42	229	40383	100	100	98	490	487	504	21	21	14	29	27	19	38	45	47	12	7	19
African American	NC	38	4171	NC	100	98	NC	481	485	NC	24	20	NC	26	26	NC	42	44	NC	8	10
Hispanic	80	365	32673	100	99	99	484	484	487	20	19	18	31	31	25	41	42	46	8	8	10
Asian/Pacific Islander	--	NC	2147	--	NC	99	--	NC	539	--	NC	5	--	NC	10	--	NC	46	--	NC	40
American Indian/Alaskan Native	--	NC	4034	--	NC	97	--	NC	479	--	NC	22	--	NC	29	--	NC	43	--	NC	7
White	NC	50	36234	NC	100	99	NC	524	523	NC	14	6	NC	12	13	NC	48	52	NC	26	28
Students with Disabilities	12	56	10286	92	95	91	446	439	462	67	70	41	17	20	27	8	9	27	8	2	5
Students without Disabilities	74	406	69020	100	100	100	490	495	510	12	11	9	32	29	18	49	49	52	7	11	21
Limited English Proficient Students	21	99	10291	95	98	96	442	447	458	57	48	38	38	38	34	5	13	26	NA	NA	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	79	382	37437	96	97	97	483	486	486	22	19	19	27	29	26	46	44	46	6	8	9
Non-Economically Disadvantaged	NC	80	41869	NC	100	100	NC	504	521	NC	16	7	NC	23	14	NC	44	51	NC	18	27

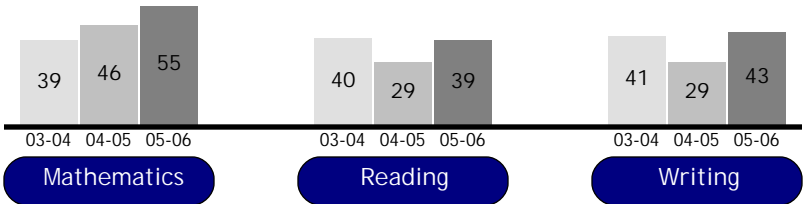
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	456	79000	100	98	98	466	468	489	21	15	10	34	38	24	42	44	58	3	3	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	228	38774	100	97	99	471	475	494	16	13	7	34	34	22	45	49	61	5	5	10
Male	42	227	40150	100	99	98	461	461	485	26	18	12	33	42	25	38	39	55	2	1	8
African American	NC	35	4153	NC	92	98	NC	472	476	NC	11	13	NC	43	30	NC	43	53	NC	3	4
Hispanic	80	362	32508	100	98	98	465	463	472	23	17	15	34	40	33	41	41	49	3	2	3
Asian/Pacific Islander	--	NC	2142	--	NC	99	--	NC	510	--	NC	4	--	NC	14	--	NC	67	--	NC	16
American Indian/Alaskan Native	--	NC	4016	--	NC	96	--	NC	467	--	NC	14	--	NC	37	--	NC	46	--	NC	2
White	NC	50	36135	NC	100	98	NC	500	508	NC	4	4	NC	26	14	NC	58	67	NC	12	15
Students with Disabilities	12	50	9991	92	85	88	422	425	449	75	48	33	17	44	36	8	8	29	NA	NA	2
Students without Disabilities	74	406	69009	100	100	100	474	473	495	12	11	6	36	37	22	47	48	62	4	3	10
Limited English Proficient Students	21	98	10199	95	97	95	428	430	439	57	43	35	38	50	47	5	7	18	NA	NA	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	79	376	37234	96	95	97	465	465	472	23	15	15	35	41	33	38	41	50	4	2	3
Non-Economically Disadvantaged	NC	80	41766	NC	100	99	NC	485	505	NC	14	5	NC	23	16	NC	56	65	NC	8	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	460	79611	99	99	99	475	482	496	13	11	7	47	41	37	40	48	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	231	39016	100	98	99	493	500	511	7	6	4	43	38	29	50	55	66	NA	1	1
Male	41	228	40519	98	99	98	455	464	482	20	16	10	51	43	44	29	41	46	NA	0	0
African American	NC	38	4188	NC	100	98	NC	482	486	NC	11	9	NC	50	40	NC	39	50	NC	NA	0
Hispanic	79	363	32855	99	98	99	473	478	481	14	12	10	47	42	43	39	46	47	NA	0	0
Asian/Pacific Islander	--	NC	2149	--	NC	100	--	NC	519	--	NC	4	--	NC	24	--	NC	70	--	NC	2
American Indian/Alaskan Native	--	NC	3992	--	NC	96	--	NC	478	--	NC	10	--	NC	46	--	NC	44	--	NC	0
White	NC	50	36380	NC	100	99	NC	517	511	NC	8	4	NC	22	30	NC	68	65	NC	2	1
Students with Disabilities	12	57	10664	92	97	94	412	408	440	42	42	23	58	49	54	NA	7	22	NA	2	1
Students without Disabilities	73	403	68947	100	99	100	485	492	504	8	7	4	45	39	34	47	53	61	NA	0	1
Limited English Proficient Students	20	96	10362	91	95	97	427	425	438	30	29	22	55	53	57	15	18	21	NA	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	78	381	37626	95	96	98	472	477	479	14	12	10	49	44	45	37	44	45	NA	1	0
Non-Economically Disadvantaged	NC	79	41985	NC	100	100	NC	510	511	NC	6	4	NC	25	30	NC	67	65	NC	1	1

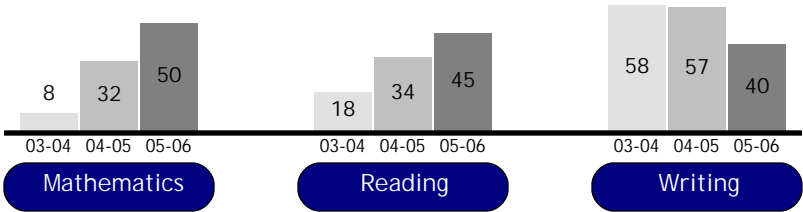
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	99	32	NA	58	99	26	31	47	100	25	27	46
	Language	100	21	22	50	99	23	33	47	100	25	30	48
	Mathematics	100	48	40	64	99	32	41	50	100	43	44	52
3	Reading	98	28	NA	55	100	20	25	44	100	24	25	46
	Language	99	33	37	61	100	22	27	44	100	22	28	46
	Mathematics	99	49	45	61	100	35	36	51	100	32	35	52
4	Reading	98	31	NA	56	100	37	36	48	100	25	35	52
	Language	98	27	33	52	100	34	35	49	100	25	35	52
	Mathematics	98	40	42	61	98	43	43	53	100	39	44	58
5	Reading	100	21	NA	55	99	30	34	50	100	37	41	56
	Language	100	24	33	49	99	30	34	50	99	32	37	54
	Mathematics	100	35	45	63	100	30	35	49	100	35	39	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Sunridge Elementary School

School Site Council

Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 8 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Academic Improvement
- Ü Develop Goals and Expectations
- Ü Parent/Community Involvement
- Ü School Safety Issues
- Ü Planned Growth

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	33.00
Other Professional Staff	6.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	2	0	0
4 to 6 years	5	3	0	0
7 to 9 years	5	3	0	0
10 or more years	1	3	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	29
Teachers with Emergency Certification.	8
Percent of teachers in the school with Emergency/Provisional Certification	24%
Percent of core classes not taught by Highly Qualified Teachers	13%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Library

Extracurricular Activities

- Ü Student Council
- Ü Homework Club
- Ü Superintendant's Math Club
- Ü Choir
- Ü Band
- Ü Reading Clubs

Social Services

- Ü Character Education Program
- Ü Community Liaison/Social Worker on site
- Ü On site Day Care Services
- Ü Dental Services
- Ü On site uniform assistance program
- Ü School Nurse
- Ü Breakfast in the Classroom Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Sunridge 3rd and 4th grade students participated in the Superintendent's Mac-Ro Math Club sponsored by the Rodel Foundation.
- ü Westside Teacher of the Year 2004-1005.
- ü Sunridge students in Grade one participated in the Phoenix Public Library Program Project Goal. All first grade students obtained Phoenix Public Library cards giving them an opportunity to check out books and read.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	92	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The FSD has established a Crisis Management Plan. We require all staff to wear identification badges and all visitors must register in the office and receive a visitor badge. The welfare of our students is often checked by making home visits.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Belinda Quezada	(623) 707-4600
Transportation Policy	Ignacio Fernandez	(623) 707-4519
Community Resources	Rebecca Marrer	(623) 707-4600
School Nutrition Programs	Mary Donovan	(623) 707-4516
Parent Organization	Kari Tambs	(623) 707-4600
Student Health/Nurse	Brenda Derrick	(623) 707-4584

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** Due to booklet size printing, print copies are produced in multiples of 4.